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ABSTRACT

The effect of the direct versus the indirect method of supervision and the influence of one versus three prior self evaluation experiences on the self evaluation skills of sixty-three preservice teachers was examined. Interaction between treatment and self concept was also investigated. Each subject taught four video taped microteaching lessons. Results indicated that the direct method of supervision was more effective for low self concept teachers; the indirect method, more effective for high self concept teachers. Practice in self evaluation appeared to result in a more accurate final self evaluation for both high and low self concept teachers who experienced the indirect method of supervision. The Teacher Self Concept Instrument used is appended. (Author/DSE)

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The Effects of Four Specific Supervision Procedures on the Development of Self-Evaluation Skills in Pre-Service Teachers

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Between the conception
And the creation
Between the emotion
And the response
Falls the shadow --- T. S. Eliot, "The Hollow Man"

Microteaching has been one of the techniques that appears to possess the potential for casting aside some of the "shadows" now surrounding the realm of teacher education. Since the first microteaching clinic was established at Stanford during the summer of 1963, the concept has been refined and is currently being applied in over one-half of all teacher education programs in the nation (Allen and Ryan, 1969). As a result of these guided, self-confrontation experiences, the goal is that pre-service teachers will correct what they are doing ineffectively and improve what they are doing effectively (Fuller and Manning, 1973). Based upon an extensive survey of the literature covering all aspects of self-confrontation, Fuller and Manning stated that the probability was low that this will result from current average practice (Fuller and Manning, 1973). However, they immediately went on to add, that if proper pro-

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cedures could be developed, self-confrontation would show promise in two difficult areas:

1. Changing entrenched behaviors, and
2. Putting the change process into the hands of the learners themselves (Fuller and Manning, 1973).

If it is true that changes in behavior will occur most readily when the person himself perceives the need for change (Combs, 1965; and Anderson, 1972), then it becomes obvious that the supervisor must become the facilitator of teacher self-evaluation if he hopes to effect change (Anderson, 1972).

The question then arises, what does a supervisor actually do when he is attempting to facilitate self-evaluation? This study focused on one aspect of self-evaluation skill development and addressed itself to the question:

> What effect does each of four specific supervision procedures have upon the development of the self-evaluation skills of pre-service teachers in a microteaching situation?

At The University of Akron, successful completion of four microteaching tasks is a course requirement for all pre-service teachers enrolled in Principles of Secondary Education, a general method course. Evaluation of the skill demonstrated during each microteaching session

has been done by a combination of supervisor evaluation, student evaluation, and video feedback. During a typical quarter, well over 600 hours of supervisor time is required to support the current microteaching program. Since it is extremely difficult to secure and schedule a sufficient number of supervisors, every attempt must be made to maximize their effectiveness. If the supervision procedure employed could also aid in the development of self-evaluation skills, an additional desirable effect consistent with the current emphasis on professionalism could be realized.

Related Studies

Current empirical research in the area of self-evaluation is extremely sparce. Webb (1970) investigated "The Effects of Training in Analysis of Classroom Behavior on the Self-Evaluation of Teaching Performance." In a later study, Bedics and Webb (1971) expanded upon the previous work and examined the influence of training in the analysis of teaching behavior versus the influence of experience in viewing one's own classroom behavior via video tape on the self-evaluation skills of student teachers. While neither study showed a significant difference among treatment groups, results of both studies indicated that teachers with either type of training focused their evaluations upon the teaching act while the untrained groups focused upon themselves as persons.

A third source of information concerning self-evaluation is Sources of Self-Evaluation: A Formal Theory of Significant Others and Social Influence, a 1974 publication by Webster and Sobieszek. This theoretical and experimental work was directed toward examining some of the factors involved in the development of self-evaluation.

Thus, the few studies that have focused on the self-evaluation of teaching performance suggest that it is possible to produce a positive change in self-evaluation skills.

Population, Instruments, and Methodology

The setting for this study was the Microteaching Laboratory at The University of Akron. Sixty-three pre-service teachers enrolled in a general methods course required for secondary certification at the university served as teaching subjects. Twelve graduate assistants from the College of Education and nineteen graduate students enrolled in a graduate course in educationsl supervision served as supervisors. Microteaching students were obtained through the co-operation of a freshman level education course. Supervisors enrolled in the supervision class also secured students from the junior and senior high schools at which they were currently teaching.

Prior to any microteaching exposure, the pre-service teachers were given the Teacher Self-Concept Instrument,

a semantic differential scale recently validated by Hyre (1975) as a part of his doctoral dissertation at The University of Akron. (See Appendix) The score of the "Self" scale was used as a measure of self-concept.

Each of the subjects experienced four video-taped microteaching lessons over a 10-week period. The lessons were of short duration (10-12 minutes), and the number of students was limited (4-8 students). Each of the four lessons had a specific task emphasis. (See Appendix) Lessons were evaluated using locally prepared rating scales for which face validity (expert judge) and content validity had been established. (See Appendix) The inter-rater reliability among the thirty-one supervisors was over 84% agreement on each of the four rating scales.

Pre-service teachers and supervisors were scheduled in a manner that permitted each teacher to remain with the same supervisor throughout the four sessions. The following treatments were randomly assigned to each available two-hour time block:

Treatment A - Each pre-service teacher in this group was subjected to the direct method of supervision and self-evaluated the Task I and Task IV video tapes of his teaching performances prior to receiving supervisor and student feedback.

Treatment B - Each pre-service teacher in this group was subjected to the direct method of supervision and self-evaluated each of the four tasks performed prior to receiving supervisor and student feedback.

Treatment C - Each pre-service teacher in this group was subjected to the indirect method of supervision and self-evaluated the Task I and Task IV video tapes of his teaching performances prior to receiving supervisor and student feedback.

Treatment D - Each pre-service teacher in this group was subjected to the indirect method of supervision and self-evaluated each of the four tasks performed prior to receiving supervisor and student feedback.

Since treatments rather than subjects were randomly assigned, a variation of research design number four, as described by Campbell and Stanley (1963) was used.

Four basic research hypotheses were formulated to examine the effects of each of the four treatments upon self-evaluation skill.

Hypothesis One tested for the effect of the direct versus the indirect method of supervision when used with pre-service teachers who had only one prior self-evaluation experience during the microteaching practicum.

Hypothesis Two tested for the effect of the direct versus the indirect method of supervision when used with pre-service teachers who had three prior self-evaluation experiences during the microteaching practicum.

Hypotheses Three and Four tested for the effect of one versus three prior self-evaluation experiences when the method of supervision was held constant.

Each of these four hypotheses was then used to generate eight sub-hypotheses based upon the interaction between treat-

ment and self-concept, the complete list of variables, and the five predictor sets identified.*

Findings and Conclusions

Data was analyzed using the multiple linear regression technique. Each hypothesis was tested at the .05 level of significance for a two-tailed test. The difference between the pre-service teacher's self-evaluation score and the supervisor's evaluation score for the final teaching performance was the criterion measure for judging self-evaluation skill.

Results of the statistical analysis indicated that the use of the direct (Treatment A) versus the indirect (Treatment C) methods of supervision had a differential effect upon the final self-evaluation scores of the pre-service teachers above and beyond the effects of the following three groups of predictor variables:

1. class meeting time, sex and age of the teachers, self-concept score of the teacher, sex and age of the supervisor, and years of supervising experience (R^2=.08; p=.05);
2. class meeting time, self-concept score of the teacher, and years of supervising experience of the supervisor (R^2=.13; p=.012);
3. class meeting time (R^2=.16; p=.006).

A significant interaction between treatment and self-concept was also revealed (R^2=.11; p=.03). Statistical

* Complete information available from the author.

findings indicated that the direct method of supervision (Treatment A), when used with teachers with a low self-concept score, seemed to result in a more accurate self-evaluation. Conversely, the indirect method of supervision (Treatment C), when used with teachers with a high self-concept score, appeared to produce results superior to Treatment A. This interaction must be taken into consideration when interpreting the above stated results.

In examining the effect of one versus three prior self-evaluation experiences on the final self-evaluation score of pre-service teachers who had worked with supervisors who used the indirect method of supervision, interaction between treatment and self-concept closely approached significance (R^2=.10; p=.052). Graphic analysis indicated that the indirect method of supervision with three prior self-evaluation experiences appeared to result in slightly more accurate final self-evaluations than did the indirect method of supervision with one prior self-evaluation experience. However, low self-concept teachers were never more accurate self-evaluators than high self-concept teachers.

Implications

This study indicated that the supervisory method employed appeared to have some differential effect upon the self-evaluation skills of this group of pre-service teachers. This information should be useful to supervisors functioning both at the university and within a school

system, in their work with beginning teachers. Because microteaching is also used as an approach to in-service training, there should be implications for the supervisor in his work with veteran teachers.

Although this study was not specifically geared to a detailed examination of the relationships that might exist between an individual's self-concept and his ability to develop self-evaluation skills, analysis of the data suggested the possibility of at least one such relationship.

Among the subjects who participated in this study, the use of the indirect method of supervision (Treatment C) appeared to result in more accurate self-evaluations for those pre-service teachers who scored higher on the Self-Concept Instrument while the direct approach (Treatment A) appeared to be more productive when the supervisor was working with those pre-service teachers whose self-concept scores were lower. However, regardless of the method of supervision used, pre-service teachers with lower self-concept scores consistently made less accurate self-evaluations than did pre-service teachers whose self-concept scores were higher.

The implication is that perhaps there is a need for professional educators to become more aware of the student's self-concept and its possible influence upon other aspects of his development. The potential for devising courses designed to improve self-concept should

continue to be investigated. Further research focused upon the results of these courses should provide a basis for the selection of students and the improvement of the program.

Because of the limited amount of previous research that has been conducted in the area of self-evaluation, much of what was done in this study was based upon theory, observations, and implications. The findings and conclusions presented in this study represent a beginning attempt to collect hard data upon which future research may be built.

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APPENDIX

TEACHER SELF-CONCEPT INSTRUMENT

(By James Hyre)

Instructions

1. Do NOT turn over or open this until instructed to do so. You will do the first page and then pass it in before turning over the second page.

2. WRITE YOUR NAME ON BOTH OF THE SHEETS TO BE HANDED IN.

3. Read the following carefully.

The purpose of this questionnaire is to find the meaning of the words "Ideal Teacher" as you perceive them, and to measure how you perceive yourself as a teacher.

On each page you will find these ideas and beneath them a set of qualities to be judged according to a scale. You are to rate them as you see them in the following manner:

The Ideal Teacher is

	4	3	2	1	2	3	4	
Autocratic:	____	____	____	____	____	____	____	:Democratic

Place an X where you feel it will best indicate your description of a teacher or yourself as a teacher.

Place an X on space 4 if you feel the quality is closely related to one end of the scale.

Place an X in space 3 if the quality is rather near one you think a teacher should have.

Place an X on space 2 if you feel the quality is only somewhat related (or slightly present in you, when rating the "I am" scale).

Place an X on space 1 if you consider the quality to be neutral on the scale, both sides of the scale equally associated with the concept of a good teacher, or if the scale is completely irrelevant and unrelated to teaching.

W EXAMPLE:
As A Teacher, I Am

(The teacher in this case
(feels being democratic
(is slightly present when
Autocratic: : : : X: Democratic (he is teaching.

Place only one "X" for each line. The direction toward which you mark of course, depends upon which of the two ends of the scale you feel most characteristic.

Work at a fairly high speed through this. Do not worry or puzzle over meanings. Indicate your first impressions and

immediate feelings. Be sure, however, that your "X" represents your true feelings as nearly as possible. Please do not be careless.

When instructed to do so, tear off this sheet and mark page 1 only. Do NOT turn the papers over when you have completed page 1. Tear off page 1 and hand it to your instructor. Turn over the last sheet, mark it and turn it in to the instructor.

The instructions have been paraphrased from a work by Dr. I. Neman.

NAME_____

As a teacher I am

Enthuaiastic	___:___:___:___:___:___:___	Apathetic
Hindering	___:___:___:___:___:___:___	Helpful
Thoughtful	___:___:___:___:___:___:___	Thoughtless
Intolerant	___:___:___:___:___:___:___	Tolerant
Dishonest	___:___:___:___:___:___:___	Honest
Gloomy	___:___:___:___:___:___:___	Cheerful
Fair	___:___:___:___:___:___:___	Unfair
Insensitive	___:___:___:___:___:___:___	Sensitive
Kind	___:___:___:___:___:___:___	Unkind
Unfriendly	___:___:___:___:___:___:___	Friendly
Patient	___:___:___:___:___:___:___	Impatient
Unpleasant	___:___:___:___:___:___:___	Pleasant
Reliable	___:___:___:___:___:___:___	Unreliable
Inconsiderate	___:___:___:___:___:___:___	Considerate
Sympathetic	___:___:___:___:___:___:___	Unsympathetic
Unadaptable	___:___:___:___:___:___:___	Adaptable
Inconsistent	___:___:___:___:___:___:___	Consistent
Dull	___:___:___:___:___:___:___	Stimulating
Supportive	___:___:___:___:___:___:___	Non-supportive
Flexible	___:___:___:___:___:___:___	Inflexible

NAME_____

The ideal teacher is

Enthusiastic	___:___:___:___:___:___:___	Apathetic
Hindering	___:___:___:___:___:___:___	Helpful
Thoughtful	___:___:___:___:___:___:___	Thoughtless
Intolerant	___:___:___:___:___:___:___	Tolerant
Dishonest	___:___:___:___:___:___:___	Honest
Gloomy	___:___:___:___:___:___:___	Cheerful
Fair	___:___:___:___:___:___:___	Unfair
Insensitive	___:___:___:___:___:___:___	Sensitive
Kind	___:___:___:___:___:___:___	Unkind
Unfriendly	___:___:___:___:___:___:___	Friendly
Patient	___:___:___:___:___:___:___	Impatient
Unpleasant	___:___:___:___:___:___:___	Pleasant
Reliable	___:___:___:___:___:___:___	Unreliable
Inconsiderate	___:___:___:___:___:___:___	Considerate
Sympathetic	___:___:___:___:___:___:___	Unsympathetic
Unadaptable	___:___:___:___:___:___:___	Adaptable
Inconsistent	___:___:___:___:___:___:___	Consistent
Dull	___:___:___:___:___:___:___	Stimulating
Supportive	___:___:___:___:___:___:___	Non-supportive
Flexible	___:___:___:___:___:___:___	Inflexible

TASK I

CLARIFYING INSTRUCTIONAL OBJECTIVES

The teacher should have one or two very specific behavioral objectives* over which he will evaluate his students at some time during the 10-12 minute teach. The object of this task is exactly as its title states--simply to see how clearly and concisely the teacher can "get across his point" to the students.

*Underlined areas are those that should be given special attention. Play back the teach before or as a part of your conference. Aid the teacher in revising the lesson for the reteach. Don't forget the strictly physical aspects--voice, body movement, etc. Help him make a limited number of specific changes. Play back those specific parts of the reteach that point up changes that were made--especially for Task I. Above all, be pleasant and encouraging. With your help microteaching can be an enjoyable learning experience for everyone involved.

I. CLARITY OF INSTRUCTIONAL OBJECTIVES -- Rating Sheet Guide

1. The student can state the goal or goals of the lesson.

___a. Definitely - Goal has been explicitly stated by the teacher.
___b. Partly - Goal has been vaguely stated or implied by the teacher.
___c. Not really - Goal has not been mentioned or implied by the teacher.

2. The student can give reasons the goal is important for him.

___a. Yes - Reasons have been explicitly stated by the teacher.
___b. Somewhat - Reasons have been "brushed over lightly" or implied by the teacher.
___c. No - No reference was made to reasons for importance.

3. The student can explain how each activity of the lesson leads toward the goal.

___a. Not at all - Lesson was completely disorganized.
___b. Partly - Some parts of the lesson were hard to follow.
___c. Completely - The lesson was well organized.

4. The student can demonstrate that he accomplished the goal of the lesson.

___a. No - No student feedback or student feedback demonstrated great confusion.

___b. Somewhat - Student feedback was minimal, or student feedback demonstrated some confusion.
___c. Yes - Student feedback was adequate and demonstrated student mastery of the material.

5. The student was active in the lesson by answering questions, volunteering ideas, asking questions, writing on the board and helping in other ways.

___a. Not at all - Students participated only during the final evaluation or not at a ll.
___b. Sometimes - Students participated throughout the lesson but improvement still needed in this area.
___c. Greatly - Students participated appropriately throughout the lesson. No major improvement needed in this area.

Copyright, 1973

I. CLARITY OF INSTRUCTIONAL OBJECTIVES

Teacher's Name_____ ____ Teach

Your Name_____ ____Reteach

Please rate the lesson on these items and write comments to help the teacher improve his teaching.

1. The student can state the goal or goals of the lesson.

___a. Definitely
___b. Partly
___c. Not really

2. The student can give reasons the goal is important for him.

___a. Yes
___b. Somewhat
___c. No

3. The student can explain how each activity of the lesson leads toward the goal.

___a. Not at all
___b. Partly
___c. Completely

4. The student can demonstrate that he accomplished the goal of the lesson.

___a. No
___b. Somewhat
___c. Yes

5. The student was active in the lesson by answering questions, volunteering ideas, asking questions, writing on the board, and helping in other ways.

___a. Not at all
___b. Somewhat
___c. Greatly

Comments about the lesson:

Copyright, 1973

TASK II

PRESENTATION

The objective of this lesson is the presentation of an assignment in such a manner that the students will: 1) demonstrate that they understand what is expected of them, and 2) demonstrate that they possess the skills necessary to accomplish the assigned task. Motivational aspects should also be stressed. Again, please keep in mind the 10-12 minute time limit.

II. PRESENTATION -- Rating Sheet Guide

1. The student can state why the lesson is relevant for himself.

___a. Yes - Reasons have been explicitly stated by the teacher, the students, or both.
___b. In part - Reasons have been "brushed over lightly" or implied by the teacher.
___c. No - No reference was made to reasons for relevance.

2. The student can tell how to begin his work and what steps are necessary to complete the assignment.

___a. Yes - During the lesson, the student actually demonstrated his ability to do the assignment.
___b. Partly - Student feedback concerning the assignment was minimal, or student feedback demonstrated some confusion.
___c. No - No student feedback concerning the assignment, or student feedback demonstrated great confusion.

3. The student can relate the audio-visual aids to the lesson by telling what idea was emphasized.

___a. Well - Aids were an integral part of the lesson.
___b. In part - Only passing reference was made to the aids.
___c. Not at all - Aids were irrelevant to the lesson, or no aid was used other than the blackboard.

4. The student participated in the lesson by answering and asking questions, volunteering ideas and contributing in other ways.

___a. Never - Students participated only during the final evaluation or not at all.
___b. Sometimes - Students participated throughout the lesson, but improvement still needed in this area.
___c. Frequently - Students participated appropriately throughout the lesson. No major improvement needed in this area.

5. Was the teacher's voice pleasant and varied?

___a. Yes - No major improvement needed.
___b. Partly - Some improvement needed.
___c. No - Major improvement needed.

Copyright, 1973

II. Presentation

Teacher's Name_____ _____ Teach

Your Name_____ _____ Reteach

Please rate the lesson on these items and write comments to help the teacher improve his teaching.

1. The student can state why the lesson is relevant for himself.

___a. Yes
___b. In part
___c. No

2. The student can tell how to begin his work and what steps are necessary to complete the assignment.

___a. Yes
___b. Partly
___c. No

3. The student can relate the audio-visul aids to the lesson by telling what idea was emphasized.

___a. Well
___b. In part
___c. Not at all

4. The student participated in the lesson by answering and asking questions, volunteering ideas and contributing in other ways.

___a. Never
___b. Sometimes
___c. Frequently

5. Was the teacher's voice pleasant and varied?

___a. Yes
___b. Partly
___c. No

Comments about the lesson:

Copyright, 1973

TASK III

GETTING AND KEEPING ATTENTION

The major area for emphasis in this task is student participation. With two teaches behind him, the teacher should now feel confident enough of his own abilities to allow him to move away from the realm of lecture. Hopefully you have been aiding him in this endeavor by encouraging him to involve his students to a progressively greater degree through Tasks I and II. This is a lesson that should be unique and scintillating. The teacher should let his creative abilities soar.

III. GETTING AND KEEPING STUDENT ATTENTION -- Rating Sheet Guide

1. Check all appropriate responses.
   Any response you check must have been performed by a student at some time during the lesson.

2. Check all appropriate responses.
   Responses a. & b. -- matters of judgment.
   Response c. -- should be checked if the teacher made a special attempt to show relevance or if the material is directly related to the out-of-school life of the student.

3. Check the appropriate response.
   Base your answer upon the teacher's non-verbal behavior.

4. Check the appropriate response.
   Base your answer upon the teacher's verbal and non-verbal behavior.

5. ___a. Yes - The teacher explicitly stated his objectives.
   ___b. Partly - The teacher vaguely stated his objectives.
   ___c. No - The teacher did not state his objectives.

III. Getting and Keeping Student Attention

Teacher's Name_____ _____Teach

Your Name_____ _____Reteach

Please check correct responses and write any comments which would help the teacher do a better job.

1. The student shows that he is paying attention because he:

___a. follows directions
___b. answers questions
___c. makes appropriate comments

2. The student pays attention because:

___a. the teacher is enthusiastic
___b. the introduction of the lesson is unique
___c. the material is relevant

3. After the student participates, the teacher:

___a. frowns and looks unpleasant
___b. smiles and looks happy
___c. goes right on

4. The student is distracted by the teacher's voice, gestures, or presentation:

___a. Not at all
___b. Sometimes
___c. Frequently

5. The student can state the main ideas in the lesson.

___a. Yes
___b. Partly
___c. No

Comments about the lesson:

Copyright, 1973

TASK IV

QUESTIONING

In this assignment some instructors ask the teachers to incorporate all of the previous tasks, including making an assignment; so the actual pattern of the lesson may vary from teacher to teacher. However, the objective of the task still remains the same -- the teacher should demonstrate his ability to use the ART of questioning by rephrasing questions when necessary to avoid answering his own questions, by encouraging student questions, by using student answers to lead into further questions, by encouraging students to respond to student questions, etc. Again, there is great emphasis on student participation.

IV. QUESTIONING -- Rating Sheet Guide

Questions 1, 2, 3, and 5 - Base your answers entirely upon observable behavior.

Question 4 - Place yourself in the role of a student and rephrase the question to read -- "If I were asked, could I give examples or illustrations related to the lesson."

IV. Questioning

Teacher's Name_____ _____Teach

Your Name _____ _____Reteach

Please rate the lesson on these items and write comments to help the teacher improve his lesson.

1. The student gave answers which showed thinking not just remembering:

___a. Usually
___b. Occasionally
___c. Never

2. The student explained and developed his own answer and other student answers in response to teacher questions:

___a. Frequently
___b. Sometimes
___c. Not at all

3. The student answered because the teacher rephrased the question or moved to another question:

___a. Often
___b. Occasionally
___c. Never

4. The student can give examples or illustrations related to the lesson:

___a. Usually
___b. Sometimes
___c. Never

5. The students talked:

___a. More than the teacher
___b. As much as the teacher
___c. Less than the teacher

Comments about the lesson:

Copyright, 1973